

California State University, Fullerton
Elementary and Bilingual Education
Lesson Plan Format

This is a skeleton. It includes only the bones of a lesson, and it is generic. "Flesh it out" with as much detail as you need. Depending upon the teaching model you choose to use, you will need to adapt the procedure section to reflect the teaching steps of that particular teaching model.

Your name

General Information

Grade level of the lesson

Lesson topic

Estimated time length of lesson

EL level of students (*Beginning; Early Intermediate; Early Advance; Advanced*)

Materials and/or Technology

List all the special materials you'll need for the lesson.

Concept(s)

State the "big idea" that all students will acquire or develop.

Alignment with Standards

What standard(s) does this lesson teach to? Think in terms of both State and District standards.

Objectives

Using an observable verb, list the student behaviors you expect to result from the lesson. What, specifically, is the desired learning outcome?

Modifications

Describe strategies, procedures, and/or processes necessary to make this lesson comprehensible for all students. What strategies are used to address the needs of diverse learners, including English Language Learners?

Vocabulary/Literacy Skills

Identify the vocabulary/literacy skills (Listening, Speaking; Reading; Writing) to be learned/reinforced. Identify specific vocabulary to be developed for both English-fluent and English language learners.

Procedure

Name of instructional model

Your procedure will look different depending on the model of instruction (e.g., Cooperative Learning; Direct Instruction; Inquiry, etc.) being used.

Classroom Management Details

Room Arrangement(s)

Student Groupings

Specific Details Throughout the Lesson

A. Focus/Motivation (Open)

How will you gain students' attention, build interest in the lesson, and introduce the topic? What will you do? What will students do?

B. Development (Body)

How will you develop the content related to your objective? Who's going to do what and when? How will you support interaction with the subject matter and materials? Include some questions you might ask when the lesson is going on (you may be surprised how difficult it is to remember what you intended to ask when everything is happening).

C. Closure (Close)

How will you bring the lesson to a close? How will you have students identify what the lesson's learning was?

Assessment

How will you assess the students to assure that the objectives were met? How will you determine what else they learned, their attitudes? Remember to vary your use of assessment techniques (i.e., informal as well as formal methods should be included here).

Lesson Reflection

Reflect on your lesson after teaching it using the guidelines provided.

1. To what extent did students master the objective?
2. What evidence do you have of student learning? Use the language of the objective and the academic standard(s) in your response.
3. What parts of the lesson were particularly effective?
4. What changes would you make in this lesson?